

Grade 4 LA Scope and Sequence Work

4th Grade: IHALA Unit: Making a Difference

Element of Differentiation for the Gifted	Unit: Making a Difference
Curriculum/Content	
Concepts	
<ul style="list-style-type: none"> • Focus on larger concept 	Concept of change and people who influence change
<ul style="list-style-type: none"> • Interdisciplinary connections 	Examples of Connections through Lessons and Extension Activities <ul style="list-style-type: none"> • Social Studies: Indiana History, people who influenced change, and how laws are made in Indiana • Art: The depiction of the death of Tecumseh in the frieze in the Rotunda of the U.S. Capitol; • Math: Using data to compare and contrast periods of productivity in famous people's lives
Acceleration	
<ul style="list-style-type: none"> • Meets above grade standards • Advanced reading and resource selections • Advanced vocabulary study • Pace of instruction is appropriate 	Examples from Unit <ul style="list-style-type: none"> • Although standards included within the unit are Indiana Academic Standards 2014 for the grade level, the next grade level progression of a particular standard frequently will be covered as well. • Text complexity varies but includes above grade level selections • Greek and Latin word origins and change in language
Enrichment	
<ul style="list-style-type: none"> • Greater depth and/or complexity of topic; multiple genres 	Example from Unit <ul style="list-style-type: none"> • Multiple genres are included in this unit such as biographies, poetry, and speeches • Focus on the poetry of James Whitcomb Riley • Learning the vocabulary of the mystery genre
<ul style="list-style-type: none"> • Uses primary sources; develops habits of experts 	Examples from Unit <ul style="list-style-type: none"> • Primary sources include the Indiana Constitution Tecumseh's speech to William Henry Harrison • Contact with state legislator and PBL scenario are authentic learning experiences
Instruction/ Process	

<ul style="list-style-type: none"> • Uses models to develop critical and creative thinking (e.g. Paul's Reasoning Model, Creative Problem Solving, Problem Based Learning, Socratic Seminars, Defined Research Process, Organizers) • Develops communication and collaboration skills 	<ul style="list-style-type: none"> • Vocabulary Maps and Reading Analyzers are used throughout the unit • Creative Problem Solving on Land Ownership with Native Americans • Problem Based Learning on proposed legislation on the use of GMOs • Biographical Research on People Making a Difference • Paul's Reasoning Model used to discuss the life of Tecumseh • Research on GMO's • Socratic seminar used to summarize change studied in the unit • Use of a modified Hamburger Model for persuasive writing • Problem Based Learning on a large gift from the Westing Foundation • Use of monologues to present information about famous people
Assessment/Product	
<ul style="list-style-type: none"> • Demonstrates higher level thinking (critical and creative thinking) 	Examples from Unit <ul style="list-style-type: none"> • Poetry and the use of figurative language • Comparisons of genre • Research to create a timeline about important events • Comparison of events in American History and in the life of Tecumseh • Analyze works of art and pieces and types of literature. • Narrative writing to explore thematic ideas from three different versions of <i>Peter Pan</i> (Mini Unit)
<ul style="list-style-type: none"> • Provides opportunities for student choice 	Example from Unit <ul style="list-style-type: none"> • Student choice of biographies • Writing of poetry in the diamante form •
<ul style="list-style-type: none"> • Demonstrates communication skills in multiple formats 	Example from Unit <ul style="list-style-type: none"> • Creation and delivery of monologues • Use of a powerpoint to make a collective presentation • Creation of a poster • Writing of a letter to a legislator • Writing a persuasive essay • Use of flow charts to map mysteries
<ul style="list-style-type: none"> • Demonstrates metacognition (planning/organizing, monitoring, evaluating) 	Example from Unit <ul style="list-style-type: none"> • Using a rubric to critique one's own work • Using a rubric to critique the work of a peer

Note: Additional examples of many of the elements may be found within the unit.

INDIANA ACADEMIC STANDARDS ALIGNMENT SUMMARY

Unit Number: 4

Unit Title: Making a Difference

Date of Alignment: June 11, 2104

Standards that are well-covered within the unit and will need only practice and reinforcement in the remainder of the school year.

- **4.RF.1:** Apply foundational reading skills to demonstrate reading fluency and comprehension.
- **4.RF.4.2:** Use the six major syllable patterns (CVC, CVr, V, VV, VCe, Cle) to read unknown words.
- **4.RF.4.6:** Use knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., *roots and affixes*) to read accurately unfamiliar multi-syllabic words in context.
- **4.RL.1:** Read and comprehend a variety of literature within a range of complexity appropriate for grades 4-5. By the end of grade 4, students interact with texts proficiently and independently at the low end of the range and with scaffolding as needed at the high end.
- **4.RL.2.1:** Refer to details and examples in a text when explaining what a text says explicitly and when drawing inferences from the text.
- **4.RL.2.2:** Paraphrase or retell the main events in a story, myth, legend, or novel; identify the theme and provide evidence for the interpretation.
- **4.RL.2.3:** Describe a character, setting, or event in a story or play, drawing on specific details in the text, and how that impacts the plot.
- **4.RL.4.2:** Compare and contrast the treatment of similar themes and topics and patterns of events in stories, myths, and traditional literature from different cultures.
- **4.RN.1:** Read and comprehend a variety of nonfiction within a range of complexity appropriate for grades 4-5. By the end of grade 4, students interact with texts proficiently and independently at the low end of the range and with scaffolding as needed at the high end.
- **4.RN.2.1:** Refer to details and examples in a text when explaining what a text says explicitly and when drawing inferences from the text.
- **4.RN.2.2:** Determine the main idea of a text and explain how it is supported by key details; summarize the text.
- **4.RN.2.3:** Explain the relationships between events, procedures, ideas, or concepts in a historical, scientific, or technical text, based on specific information in the text.
- **4.RV.1:** Build and use accurately general academic and content-specific words and phrases.
- **4.RV.2.2:** Identify relationships among words, including more complex homographs, homonyms, synonyms, antonyms, and multiple meanings.
- **4.RV.2.4:** Apply knowledge of word structure elements (e.g., *suffixes, prefixes, common Greek and Latin affixes and roots*), known words, and word patterns to determine meaning.
- **4.RV.3.2:** Determine the meanings of general academic and content-specific words and phrases in a nonfiction text relevant to a fourth grade topic or subject area.
- **4.W.1:** Write routinely over a variety of time frames and for a range of discipline-specific tasks, purposes, and audiences; apply reading standards to support reflection and response to literature and nonfiction texts.
- **4.W.3.1:** Write persuasive compositions in a variety of forms that –
 - In an introductory statement, clearly state an opinion to a particular audience.
 - Support the opinion with facts and details from various sources, including texts.

- Use an organizational structure to group related ideas that support the purpose.
 - Connect opinion and reasons using words and phrases.
 - Provide a concluding statement or section related to the position presented.
- **4.W.3.3:** Write narrative compositions in a variety of forms that –
 - Establish an introduction, with a context to allow the reader to imagine the world of the event or experience.
 - Organize events that unfold naturally, using meaningful paragraphing and transitional words and phrases.
 - Use dialogue and descriptive details to develop events and reveal characters' personalities, feelings, and responses to situations.
 - Employ vocabulary with sufficient sensory (sight, sound, smell, touch, taste) details to give clear pictures of ideas and events.
 - Provide an ending that follows the narrated experiences or events.
- **4.W.4:** Apply the writing process to –
 - Generate a draft by developing, selecting and organizing ideas relevant to topic, purpose, and genre; revise to improve writing, using appropriate reference materials (e.g., *quality of ideas, organization, sentence fluency, word choice*); edit writing for format and conventions (e.g., *spelling, capitalization, usage, punctuation*).
 - Use technology to interact and collaborate with others to publish legible documents.
- **4.W.5:** Conduct short research on a topic.
 - Identify a specific question to address (e.g., *what is the history of the Indy 500?*).
 - Use organizational features of print and digital sources to efficiently to locate further information.
 - Determine the reliability of the sources.
 - Summarize and organize information in their own words, giving credit to the source.
 - Present the research information, choosing from a variety of formats.
- **4.SL.1:** Listen actively and adjust the use of spoken language (e.g., *conventions, style, vocabulary*) to communicate effectively with a variety of audiences and for different purposes.
- **4.SL.2.1:** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) on grade-appropriate topics and texts, building on others' ideas and expressing personal ideas clearly.
- **4.SL.2.2:** Explore ideas under discussion by drawing on readings and other information.
- **4.SL.2.3:** Demonstrate knowledge and use of agreed-upon rules for discussions and carry out assigned roles.
- **4.SL.2.4:** Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
- **4.SL.2.5:** Review the key ideas expressed and explain personal ideas in reference to the discussion.
- **4.SL.3.1:** Summarize major ideas and supportive evidence from text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
- **4.SL.4.1:** Using appropriate language, report on a topic or text or provide a narrative in an organized manner, with effective introductions and conclusions, using appropriate structure, appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly and concisely at an understandable pace

Standards that are covered but which will need additional focus in other units.

- **4.RF.5:** Orally read grade-level appropriate or higher texts smoothly and accurately, with expression that connotes comprehension at the independent level.
- **4.RL.3.1:** Explain major differences between poems, plays, and prose, and refer to the structural elements of poems and drama.
- **4.RL.3.2:** Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.
- **4.RL.4.1:** Describe how visual and multimedia presentations and representations can enhance the meaning of a text.
- **4.RN.3.1:** Apply knowledge of text features to locate information and gain meaning from a text (e.g., *charts, tables, graphs, headings, subheadings, font/format*).
- **4.RN.3.2:** Describe the organizational structure (e.g., *chronological, problem-solution, comparison/contrast, procedural, cause/effect, sequential, description*) of events, ideas, concepts, or information in a text or part of a text.
- **4.RV.3.3:** Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided in the accounts.
- **4.RV.2.1:** Apply context clues (e.g., *word, phrase, sentence, and paragraph clues*) and text features (e.g., *charts, headings/subheadings, font/format*) to determine the meanings of unknown words.
- **4.RV.3.5:** Consult reference materials, both print and digital (e.g., *dictionary*), to find the pronunciation and clarify the precise meanings of words and phrases.
- **4.W.2.1:** Write legibly in print or cursive, forming letters and words that can be read by others.
- **4.RV.3.1:** Determine how words and phrases provide meaning to works of literature, including figurative language (e.g., *similes, metaphors, or hyperbole*).
- **4.W.3.2:** Write informative compositions on a variety of topics that –
 - Provide an introductory paragraph with a clear main idea.
 - Provide supporting paragraphs with topic and summary sentences.
 - Provide facts, specific details, and examples from various sources and texts to support ideas and extend explanations.
 - Connect ideas using words and phrases.
 - Include text features (e.g., *formatting, pictures, graphics*) and multimedia when useful to aid comprehension.
 - Use language and vocabulary appropriate for audience and topic.
 - Provide a concluding statement or section.
- **4.W.6.1:** Demonstrate command of English grammar and usage, focusing on: Nouns and Pronouns, Verbs, Adjectives and Adverbs, and Prepositions; also focusing on Usage (Sentence Construction)
- **4.W.6.2:** Demonstrate command of capitalization, punctuation, and spelling, focusing on: Capitalization and Punctuation
- **4.SL.3.2:** Identify and use evidence a speaker provides to support particular points.
- **4.SL.4.2:** Create oral presentations that maintain a clear focus, using multimedia to enhance the development of main ideas and themes that engage the audience.

Standards that have not been addressed or that will need some specific focus in other units.

- **4.RV.3.3:** Explain the meanings of proverbs, adages, and idioms in context.

INDIANA ACADEMIC STANDARDS ALIGNMENT SUMMARY

Mini Unit Grade 4

Mini Unit 4

Date of Alignment: March 2015

NOTE: The following listing assumes this Mini Unit is used in addition to the original Indiana High Ability Language Arts Unit for the grade. The listing below is not comprehensive for both units, but addresses the standards taught in this mini unit and those still not addressed in either the original or the mini unit (if any).

- 4.RL.2.1: Refer to details and examples in a text when explaining what a text says explicitly and when drawing inferences from the text.
- 4.RL.2.2: Paraphrase or retell the main events in a story, myth, legend, or novel; identify the theme and provide evidence for the interpretation
- 4.RL.3.1: Explain major differences between poems, plays, and prose, and refer to the structural elements of poems and drama.
- 4.RL.4.1: Describe how visual and multimedia presentations and representations can enhance the meaning of a text.
- 4.RL.4.2: Compare and contrast the treatment of similar themes and topics and patterns of events in stories, myths, and traditional literature from different cultures.
- 4.RV.3.2: Determine the meanings of general academic and content-specific words and phrases in a nonfiction text relevant to a fourth grade topic or subject area.
- 4.W.3.2: Write informative compositions on a variety of topics that
 - Provide an introductory paragraph with a clear main idea.
 - Provide supporting paragraphs with topic and summary sentences.
 - Provide facts, specific details, and examples from various sources and texts to support ideas and extend explanations.
 - Connect ideas using words and phrases.
 - Include text features (e.g., formatting, pictures, graphics) and multimedia when useful to aid comprehension.
 - Use language and vocabulary appropriate for audience and topic.
 - Provide a concluding statement or section.
- 4.W.3.3: Write narrative compositions in a variety of forms that –
 - Establish an introduction, with a context to allow the reader to imagine the world of the event or experience.
 - Organize events that unfold naturally, using meaningful paragraphing and transitional words and phrases.
 - Use dialogue and descriptive details to develop events and reveal characters' personalities, feelings, and responses to situations.

- Provide an ending that follows the narrated experiences or events.
- 4.W.4: Apply the writing process to –
 - Generate a draft by developing, selecting and organizing ideas relevant to topic, purpose, and genre; revise to improve writing, using appropriate reference materials (e.g., quality of ideas, organization, sentence fluency, word choice); edit writing for format and conventions (e.g., spelling, capitalization, usage, punctuation).
 - Use technology to interact and collaborate with others to publish legible documents.
- 4.W.5: Conduct short research on a topic.
 - Identify a specific question to address (e.g., what is the history of the Indy 500?).
 - Use organizational features of print and digital sources to efficiently to locate further information.
 - Summarize and organize information in their own words, giving credit to the source.
 - Present the research information, choosing from a variety of formats.
- 4.SL.1: Listen actively and adjust the use of spoken language (e.g., conventions, style, vocabulary) to communicate effectively with a variety of audiences and for different purposes.
- 4.SL.2.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) on grade-appropriate topics and texts, building on others' ideas and expressing personal ideas clearly.
- 4.SL.2.2: Explore ideas under discussion by drawing on readings and other information.
- 4.SL.2.3: Demonstrate knowledge and use of agreed-upon rules for discussions and carry out assigned roles.
- 4.SL.2.4: Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of other
- 4.SL.2.5: Review the key ideas expressed and explain personal ideas in reference to the discussion.
- 4.SL.3.1: Summarize major ideas and supportive evidence from text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
- 4.SL.4.1: Using appropriate language, report on a topic or text or provide a narrative in an organized manner, with effective introductions and conclusions, using appropriate structure, appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly and concisely at an understandable pace

Standards that are covered in this mini unit but which will still need additional focus in other units.

- 4.RL.2.3: Describe a character, setting, or event in a story or play, drawing on specific details in the text, and how that impacts the plot.
- 4.RN.2.2: Determine the main idea of a text and explain how it is supported by key details; summarize the text.
- 4.RN.3.1: Apply knowledge of text features to locate information and gain meaning from a text (e.g., charts, tables, graphs, headings, subheadings, font/format).
- 4.RN.4.1: Distinguish between fact and opinion; explain how an author uses reasons and evidence to support a statement or position (claim) in a text.
- 4.RN.4.2: Combine information from two texts on the same topic in order to demonstrate knowledge about the subject.
- 4.RV.1: Build and use accurately general academic and content-specific words and phrases.
- 4.RV.2.1: Apply context clues (e.g., word, phrase, sentence, and paragraph clues) and text features (e.g., charts, headings/subheadings, font/format) to determine the meanings of unknown words (Embedded)
- 4.RV.3.5: Consult reference materials, both print and digital (e.g., dictionary), to find the pronunciation and clarify the precise meanings of words and phrases
- 4.W.6.2: Demonstrate command of capitalization, punctuation, and spelling... (Embedded)
- 4.SL.3.2: Identify and use evidence a speaker provides to support particular points.

Elements of Differentiation for the Gifted in Proposed Additions to Scope and Sequence

Elements of Differentiation for the Gifted	Unit Title: Mini Unit 4:
Curriculum/Content	
Concepts	
<ul style="list-style-type: none"> • Focus on larger concept • Interdisciplinary connections 	Examples of Concept through Lessons and Extension Activities <ul style="list-style-type: none"> • Students watch a portion of the <i>Peter Pan</i> musical through YouTube • Science: Exploring and researching the efficacy of a classroom garden
Acceleration	
<ul style="list-style-type: none"> • Meets above grade standards • Advanced reading and resource selections • Advanced vocabulary study • Pace of instruction is appropriate 	Examples from Unit <ul style="list-style-type: none"> • Reading selections are above grade level • Students focus on key words and vocabulary to determine how an author developed a theme • Students synthesize information from multiple resources
Enrichment	
<ul style="list-style-type: none"> • Greater depth and/or complexity of topic; multiple genres 	Examples from Unit <ul style="list-style-type: none"> • Socratic Seminar: exploring multiple viewpoints of an idea presented in three versions of the same story
<ul style="list-style-type: none"> • Uses primary sources; develops habits of experts 	Examples from Unit <ul style="list-style-type: none"> • Students engage in a PBL session requiring specific research and reporting skills • Students engage in a Socratic Seminar which requires specific communication rules
Instruction/ Process	
<ul style="list-style-type: none"> • Uses models to develop critical and creative thinking (e.g. Paul's Reasoning Model, Creative Problem Solving, Problem Based Learning, Socratic Seminars, Defined Research Process, Organizers) • Develops communication and collaboration skills 	<ul style="list-style-type: none"> • Students use Problem Based Learning • Students engage in a Socratic Seminar • Use of Vocabulary Maps, Reading Analyzers, three-way Venns, Need to Know boards, writing planning sheets, and writing rubrics • Students engage in small and whole group discussions
Assessment/Product	
<ul style="list-style-type: none"> • Demonstrates higher level thinking (critical and creative thinking) 	Examples from Unit <ul style="list-style-type: none"> • Students determine and justify theme • Students will respond to an interpretive question based on three versions of <i>Peter Pan</i>

<ul style="list-style-type: none"> • Provides opportunities for student choice 	Examples from Unit <ul style="list-style-type: none"> • Socratic Seminar: Students may choose the question to analyze, study, speak upon, and write about
<ul style="list-style-type: none"> • Demonstrates communication skills in multiple formats 	Examples from Unit <ul style="list-style-type: none"> • Students write stories • Students engage in small group discussions • Students present their thoughts and ideas in a Socratic Seminar followed by a written reflection
<ul style="list-style-type: none"> • Demonstrates metacognition (planning/organizing, monitoring, evaluating) 	Examples from Unit <ul style="list-style-type: none"> • Two major pieces of writing require planning, organizing, and evaluating • A metacognitive rubric is used with the theme based writing of M1 • Students write an interpretive essay reflecting on changes in thinking after a Socratic Seminar